

## **Itchen Abbas Primary School Learning, Teaching and Assessment Policy**



At Itchen Abbas we have combined our learning and teaching policy with our assessment policy as we feel strongly that without rigorous, effective assessment, you cannot have well informed, good teaching and learning.

### **Equal Opportunities**

Itchen Abbas Primary School is committed to offering all children equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

### **Rationale**

At Itchen Abbas Primary School, we believe that learning should be relevant, meaningful, highly engaging and enjoyable and should be personalised for the individual. Through our teaching we strive to help children and our whole school community develop a growth mindset and become risk takers in their learning; we aim to help children develop a love of learning and thirst for new knowledge and understanding. We endeavour to equip children with the tools, skills and attributes required to become successful lifelong learners. Children are taught that an Itchen Abbas learner is resilient, resourceful, independent and reflective. Itchen Abbas learners are also curious and open minded, supportive of each other and enjoy being challenged.

This Learning, Teaching and Assessment Policy is intended to promote consistency and high standards and support the achievement of the school's aims, as outlined in the School Improvement Plan (SIP). At Itchen Abbas, we aim to inspire all children to reach their full potential and to develop skills for life within a safe, supportive environment and community.

### **Our School Aims**

At Itchen Abbas Primary School, we aim to work in partnership with families and the community to:

1. Achieve the aims of the National Curriculum & Early Years Foundation Stage.
2. Provide equity and inclusion for all pupils, irrespective of background and starting point.
3. Develop and apply knowledge, skills, understanding and enjoyment that promotes a lifetime of successful learning.
4. Develop responsible young people who make a positive contribution to society.
5. Develop confident individuals who lead safe, healthy and fulfilling lives.
6. Show respect and tolerance for all cultures, including our own.
7. Develop strong partnerships with parents and carers that influence learning at school and home.

### **Our Values**

At Itchen Abbas Primary School, we emphasise key learning behaviours. We expect all members of the school community to be outstanding role models of these learning behaviours:

1. Self-compassionate
  - a. I am warm and understanding to myself in times of difficulty.
  - b. I accept my imperfections and value myself.
  - c. I know that I am not alone, that everyone has similar feelings and emotions.
  - d. I have the tools and strategies I need for emotional resilience.
  - e. I know how to keep myself physically and mentally healthy.
2. Respectful
  - a. I show courtesy and good manners to others.
  - b. I value our differences in faith and beliefs; I appreciate and value our differences.
  - c. I look after equipment and belongings.
  - d. I value and listen to other people's opinions and thoughts.
3. Creative
  - a. I can transform my ideas, imagination and dreams into reality.
  - b. I give value and meaning to my self-expression.
4. Resilient
  - a. I can persevere when things are hard or go wrong and I can manage my feelings and emotions from this.
  - b. I don't give up.
  - c. I can manage distractions by knowing what distracts me and how to minimise their effect so I can make the most of every opportunity.
  - d. I notice what is happening around me by being aware of people and what they say and do. I think about and listen to what they say.
  - e. I am absorbed and focused on learning and activities; I give it my best.
5. Reflective
  - a. I think things over and draw out the important information I need.
  - b. I can plan, prepare and discuss my work before getting on so I know I have thought about it carefully.
  - c. I can evaluate and amend my work without self-judgement and criticism
  - d. I use my meta-learning because I know the way I learn and which strategies to use in for each situation and task.
6. Independent
  - a. I take responsibility for my own success.
  - b. I am able to make decisions for myself.
  - c. I can take care of myself and my belongings.
  - d. I can gather the resources and equipment I need.
  - e. I know how to help myself when I am finding the learning or situation hard.
7. Resourceful
  - a. I can ask questions to improve my understanding.
  - b. I can make links and connections, spot patterns and see how things fit together.
  - c. I can reason and come to a compromise when there is more than one opinion.
  - d. I can make good use of what I have already learnt to help me.
  - e. I can use my imagination to help me solve problems.
  - f. I am able to work effectively on my own or with a partner or in a team.
  - g.

We celebrate the fact that all children are different and find different ways to learn. We ensure that our planning provides a range of enjoyable and memorable opportunities to engage, motivate and challenge.

Our teachers will:

- have high expectations for all children and support all children in making good progress from their starting points
- be a good role model for learning and behaviours

- be empathetic and approachable
- be forward thinking and continuing to learn themselves, take responsibility for keeping up-to-date with new pedagogy and implementing new ideas
- encourage and develop creativity and curiosity
- be passionate about their role and children in their class
- maintain a sense of humour and make learning fun!
- maintain a positive, safe, attractive learning environment which reflects high standards

The experiences we offer children include:

- relevant and meaningful contexts
- exciting open-ended tasks
- investigations and problem solving
- independent learning
- hands-on experiences
- use of relevant resources
- use of concrete, practical resources
- outdoor learning
- linked to children's interests
- Whole class work, group work, pair work, independent work
- Research and questioning
- Reflecting upon and evaluating what has been learned
- Creative activities, including design and production
- Participation in physical activity

We strive to develop learners who are able to:

- challenge themselves and feel confident in taking risks
- understand that effort is paramount and their abilities are not fixed
- ask questions
- make links with previous experiences and apply their learning
- explore new concepts
- be creative
- value their mistakes as experiences to learn from
- persevere and be self-compassionate in the face of difficulties,
- can structure and inform their own learning

Learning is enriched wherever possible through a variety of methods including:

- a broad, balanced and imaginative curriculum
- the inclusion of local, national and international events
- our school routines
- the environment, including outdoors
- visitors to the school including experts in their field
- after school clubs
- home learning activities
- Fieldwork and visits to places of educational interest
- Partnerships with local people and industry

## **Effective Teaching**

At Itchen Abbas, we believe children learn most effectively within a safe environment when the teacher provides:

- lessons informed by high quality, purposeful assessment

- rich tasks that enable all children to make visible progress
- high expectations and appropriate challenge for all children
- an atmosphere where children are prepared to take risks
- lessons which are meaningful and relevant with a clear purpose that includes expectations of children's achievement and outcomes of tasks
- supports children in making links in their learning and challenges their thinking
- innovative flexible and varied approach to teaching
- lessons where children's previous knowledge and interests are built upon
- developmental verbal or written feedback on children's work, encompassing child/teacher conferencing
- opportunities to review and reflect on learning
- thinking time before answering questions
- awareness and consideration of cognitive overload and over learning needs
- consideration of or support for the learning of children with differing abilities or needs
- personalised learning where appropriate
- opportunities for individual working and collaborative working with children from other classes and for real audiences
- talk, exploration, questioning, prediction and investigation
- develops understanding, compassion and empathy for the world around us

## **Assessment**

At Itchen Abbas Primary School we believe that high quality, purposeful assessment which informs planning and teaching is pivotal to high quality teaching where children make good progress both within lessons and over time. We use a range of strategies to support our summative (assessment of learning) and formative (assessment for learning) assessment.

## **Assessment for Learning (AfL)**

We believe that children learn best when teachers use assessment:

- of prior learning to plan from children's starting points
- of children's understanding throughout lessons to adapt and re-shape the learning
- of children's understanding to inform future planning
- to focus support, scaffolding and challenge
- to inform children of their next steps in learning
- to intervene quickly where children require support to catch up
- to know and build upon children's starting points

Teachers use this continuous insight into every child's learning to adapt lessons and inform future planning. At Itchen Abbas, the learning required with each unit or topic is planned out, however individual lessons are adjusted as a result of the children's learning and progress.

## **Assessment of Learning – our summative assessment**

All children work towards agreed age related expectations (ARE). We aim for all children to achieve ARE, known as mastery, in their year group by the end of the year. As children are learning and developing their skills towards ARE, but are sufficiently secure to be able to demonstrate their understanding with some support, we say they are at apprentice level. Children who are higher attaining, work beyond ARE towards achieving greater depth at the end of Key Stage 1 or 2.

At Itchen Abbas we have adapted the Hampshire Assessment Model for assessing reading, writing and maths to suit our school. Children are assessed at the end of each phase and this is used to focus teachers on what needs to be secured before moving on and tells us how children should be performing to be on track for ARE at the end of the year. We assess at the end of each phase (called a milestone) and plan using a recursive curriculum approach, enabling objectives to be returned to thus securing and deepening children’s understanding. The diagram below indicates the expected level for the different stages throughout the year.

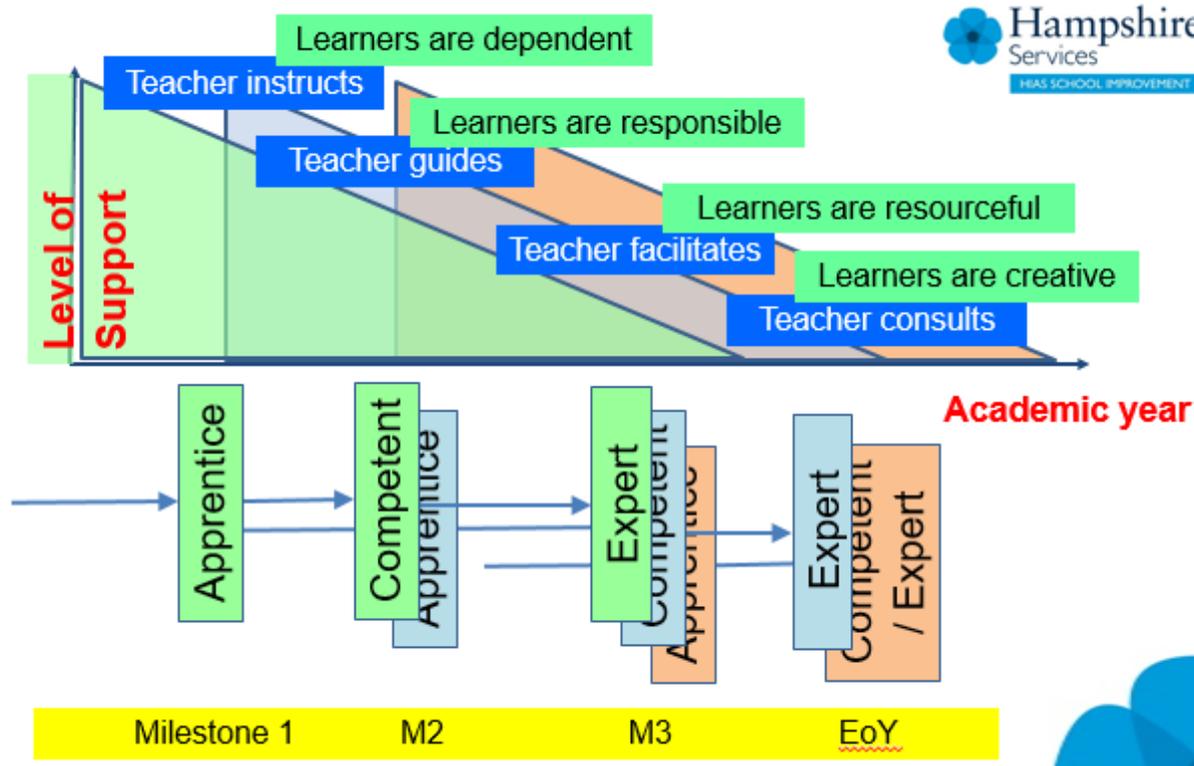
September to November	November to February	February to April	Summer Term
		Phase 3 sufficiently secured <b>(APPRENTICE)</b>	Phase 3 <b>(COMPETENT/EXPERT)</b>
	Phase 2 sufficiently secured <b>(APPRENTICE)</b>	Phase 2 <b>(COMPETENT/EXPERT)</b>	Evidence of: • Fluency? • Independence? • Resilience?
Phase 1 sufficiently secured <b>(APPRENTICE)</b>	Phase 1 <b>(COMPETENT/EXPERT)</b>		
Previous Yr Group objectives secured			

### Role of the Teacher

The introduction of the different phase objectives over the year means that the role of the teacher has to change and is multi-layered. As new objectives are introduced, the role of the teacher is to instruct and teach; at this stage the children are dependent on the adults for their learning and the children are at apprentice level. As the children become more competent, children now become responsible for their learning and the teacher guides them.

By milestone 3, children will have been taught all the curriculum objectives for their year group and the teacher will have become a facilitator whilst the children demonstrate greater independence and resourcefulness. Analysis of Milestone 3 data ensures that Phase 4 is used to support children with gaps to become secure and achieve ARE by the end of the year. Teachers now become consultants and children become more creative in their thinking and application of their learning. Tasks are designed to stretch individual children and class domains that are already competent, giving greater opportunities to show evidence of how they can apply with resilience their knowledge, understanding and skills independently, accurately and fluently (working at greater depth).

Throughout the year and at each milestone, teachers use their assessment of learning to identify individual and cohort strengths and gaps in their journey towards ARE and beyond. Teachers use this granular analysis to inform their medium and short term planning to ensure that the children are provided with sufficient opportunities and appropriate task design to reach ARE or beyond. The diagram below shows how the role of the teacher and learner changes over the phases.



## Improving Learning and Teaching

School staff are expected to reflect on their strengths and weaknesses to help shape their own professional development. Teachers record one lesson weekly using IRIS Connect video technology. Recordings are reflected on by teachers and subject leaders to identify the next step in improvement. Along with school self-evaluation, school improvement plan and individual performance management, this informs a programme of continuous professional development to address staff needs with in-house expertise and peer to peer coaching as well as links with other schools and external providers. We support our teachers in increasing their knowledge and skills, so they can continue to develop their practice and ensure they contribute to improving the school's provision.

## Monitoring and Evaluating

This policy, along with the Teacher's Standards, standards of progress and attainment and the OFSTED criteria for teaching and learning, provide a basis for teachers and leaders to evaluate the quality of teaching and learning in their classroom and across the school, particularly with regards to their specific areas of responsibility.

When evaluating learning and teaching in school we make use of:

- classroom observations including video technology
- data analysis
- analysis of children's work and teachers' feedback
- planning scrutiny
- moderating and discussing the quality of pupils work with colleagues
- learning walks and drop ins
- pupil interviews
- feedback from parents and wider stakeholder surveys

- professional development weeks with coaching

Teachers receive feedback from all monitoring and evaluating processes, which informs whole school and individual areas for development and areas of strength. Best practice is then shared amongst staff and where appropriate, staff training initiated.

### **Role of the Headteacher and Governing Body**

The headteacher, senior leaders and governors have a responsibility for school effectiveness and efficiency. They will:

- drive improvements to teaching and learning
- monitor the effectiveness of learning and teaching through self-evaluation and review
- monitor how effective teaching and learning strategies are in terms of raising children's attainment
- ensure that staff development and performance management promotes high quality teaching
- allocate resources effectively to support appropriate teaching strategies and pupil progress
- ensure that the school buildings and premises are best used to support successful teaching and learning
- pay due regard to health and safety regulations and the welfare of pupils and staff
- be aware of pressures on staff and be realistic and constructive dealing quickly and effectively with any identified issues

Date ratified by Governors: December 2019

To be reviewed every 3 years

Date for next review : December 2022